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ABSTRACT

This bulletin examines the attributes of private school teachers (gender, race, academic degrees, years of experience, employment status, and age), by school characteristics such as religious orientation, level of instruction, size, years of operation, and tuition rates. Results of a survey obtained from private school principals and teachers are briefly discussed and data from the survey are displayed on tables. (JD)

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Center for Education Statistics

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Some Attributes Of Teachers In Private Elementary And Secondary Schools, 1985-1986

In 1985-86, teachers in private elementary and secondary schools were largely female (76 percent), and predominately white (92 percent). They were most likely to hold a bachelor's degree or higher (95 percent) and teach full time (83 percent). Almost half reported at least 10 years of teaching experience. These are some of the findings from the 1985-86 Private School Study,[1] based on a sample survey, funded by the Center for Education Statistics.[2]

The survey obtained data from private school principals and teachers, including demographic characteristics of private school teachers such as sex, race, academic degrees, years of experience, employment status, and age. This bulletin examines these attributes of private school teachers by school characteristics, such as religious orientation, level of instruction, size, years of operation, and tuition rates. Since the sample for the survey did not include any private schools that began operating after 1983-84, the data are weighted national totals for teachers in schools that were in existence in 1983.

Private Elementary and Secondary School Teachers, by School Characteristics

The survey estimated a total of 404,000 (full-time and part-time) private elementary and secondary school teachers (table 1). Of these, 46 percent taught in Catholic schools, 32 percent taught in schools with religious orientations other than Catholic,[3] and 23 percent taught in nonsectarian schools (those with no religious orientation).

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[1] To be included in the study, a school had to meet the following criteria: be privately administered, offer instruction at first grade level or above, require attendance at least four hours per day and at least 160 days per year, and not be located in a private home used as a residence. Consequently, schools providing only kindergarten or pre-kindergarten instruction were not included in this study.

[2] This study was conducted by Westat, Inc., under contract to the Center for Education Statistics, U.S. Department of Education.

[3] Schools with a religious orientation other than Catholic represent many different denominations. However, the sample size for this study was too small to produce reliable separate estimates for these denominations.

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Almost half (47 percent) of all private school teachers taught in elementary schools, while 20 percent taught in secondary schools, 24 percent taught in combined elementary/secondary schools, and 9 percent taught in other specialized (primarily alternative and special education) schools.[4]

More than half (59 percent) taught in schools that had been in operation for at least 25 years, while 29 percent taught in schools operating 11-24 years, and only 12 percent taught in schools that had been open 10 years or less.

Sex

Female teachers outnumbered males by 3 to 1. However, male teachers were more likely to teach in secondary schools (41 percent) and to hold advanced degrees (45 percent) than their female counterparts (14 percent and 26 percent respectively) (table 2).

A predominance of female teachers was found across all categories of orientation. Female teachers constituted 80 percent of all Catholic school teachers, 72 percent of teachers in schools with other religious orientations, and 74 percent of those teaching in nonsectarian schools (table 3).

The smallest proportion of male teachers was reported among elementary school teachers. Only 10 percent of all elementary teachers were male. While larger proportions of males were found among teachers in combined schools (30 percent) and other specialized schools (25 percent), only among secondary teachers was there an equal distribution of teachers by sex. Nearly half (49 percent) of all secondary teachers were male.

Generally, schools that charged higher tuitions had a larger proportion of male teachers. The percent of male teachers ranged from 13 percent in schools with an annual tuition of less than $500 to 33 percent in schools charging $1,501 to $2,500 and 30 percent in schools charging over $2,500.[5]

Race

Ninety-two percent of private school teachers were white. This represented 373,000 private school teachers. An estimated 15,000 (4 percent) were black, 12,000 (3 percent) were Hispanic, and 4,000 (1 percent) reported their racial/ethnic group as other than white, black, or Hispanic (table 3).

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[4] Instructional level was defined as follows: "elementary" was a school that had no grade higher than the 8th; "secondary" was a school that had no grade lower than the 7th; "combined" elementary/secondary was a school that had grades higher than the 8th and lower than the 7th; and "other" schools were those that provided only alternative (non-traditional) instruction, special education, or vocational/technical curricula.

[5] Tuition data represent the highest scheduled or published tuition charged for a full-time student, based on the rate charged the first child in the family. Nine out of 10 private schools discount these tuition rates for various reasons.

Age

The mean age of teachers in private schools was 38. The mean age of private school teachers ranged from 35 years in other specialized schools to a mean of 40 years of age among teachers in secondary schools (not shown in tables).

Highest Academic Degree

Sixty-four percent of private school teachers held a bachelor's degree, 31 percent held a master's or higher degree, and 5 percent had not obtained a bachelor's degree (table 4).

The proportion of non-degreed teachers in Catholic schools was lower than in schools with orientations other than Catholic. While only 3 percent of Catholic school teachers had not obtained a bachelor's degree, 9 percent of those teaching in other religious schools did not hold a bachelor's degree. Five percent of teachers in nonsectarian schools reported less than a bachelor's degree.

Thirty-six percent of teachers who taught in nonsectarian schools had obtained a master's degree or more, while 30 percent of Catholic school teachers and 28 percent of those who taught in other religious schools held advanced degrees.

Secondary teachers were far more likely to hold an advanced degree than were elementary teachers. Fifty-one percent of secondary teachers held at least a master's, while only 20 percent of elementary teachers had completed an advanced degree. Thirty-four percent of those teaching in combined elementary/secondary schools and 31 percent of the teachers in other specialized schools had attained a graduate degree.

The smallest proportion of teachers with less than a bachelor's degree was found among secondary teachers (1 percent). Teachers in elementary schools and those in other specialized schools reported academic attainment below the bachelor's level at a rate of 6 percent each, about the same as reported by teachers in combined elementary/secondary schools (8 percent).

A positive relationship was found between the attainment of an advanced degree and school size. The larger the school the greater the proportion of teachers possessing an advanced degree. This proportion ranged from 20 percent in schools with less than 50 students to 45 percent in schools serving 600 or more students.

Smaller proportions of teachers without bachelor's degrees were found among those teaching in large private schools compared with teachers who taught in schools serving fewer students. Fifteen percent of teachers in schools with fewer than 50 students had not attained a bachelor's degree, while only 2 percent of those teaching in schools with 600 or more students did not hold a bachelor's degree.

Those teachers employed by schools in operation for 10 years or less were more likely not to possess a bachelor's degree (9 percent) than teachers in schools operating 25 years or more (4 percent). The percentage of teachers holding advanced degrees in older schools (schools

operating 25 years or more) was double (33 percent) that of teachers in schools operating for 10 years or less (16 percent).

Teachers in schools with higher tuitions were more likely to hold advanced degrees. The rate of advanced degrees ranged from 19 percent in schools charging $500 to $1,000 to 44 percent in schools with tuitions over $2,500. Teachers with advanced degrees constituted 21 percent of all teachers in schools with tuitions less than $500, 27 percent of teachers in schools charging $1,001 to $1,500, and 33 percent of those teaching in schools with tuitions from $1,501 to $2,500.

Years of Teaching Experience

Almost half (48 percent) of teachers in private schools reported 10 years or more teaching experience (table 5). The remaining teachers were almost equally divided between those with less than 5 years teaching experience (25 percent) and those with 5-9 years of experience (27 percent).

Fifty-five percent of Catholic school teachers, 42 percent of teachers in other religious schools, and 44 percent of teachers in nonsectarian schools reported 10 or more years of teaching experience.

A larger proportion of secondary school teachers reported 10 or more years experience (59 percent) than teachers in elementary (47 percent), combined (47 percent), or other specialized schools (32 percent). Of those reporting fewer than 5 years experience, 41 percent taught in other specialized schools, 19 percent taught in secondary schools, 24 percent taught in combined schools, and 25 percent taught in elementary schools.

The proportion of teachers with 10 or more years of experience increased with size of school, ranging from 22 percent in schools with fewer than 50 students to 63 percent in schools with 600 or more students. Schools with 50-149 students (35 percent), those with 150-299 students (45 percent), and those with 300-599 students (52 percent) fell within this range.

An estimated 55 percent of teachers in the smallest private schools (those with fewer than 50 students) have been teaching less than 5 years, while only 15 percent of teachers in the largest schools (over 600 students) taught less than 5 years.

A higher proportion of teachers in older schools reported 10 or more years of experience than those in schools more recently established. Fifty-four percent of teachers in schools operating 25 or more years reported 10 or more years of experience, 45 percent in schools operating 11-24 years, and 26 percent in schools established 10 or less years.

Teaching Status

Overall, 83 percent of private school teachers taught full-time, and 17 percent were part-time teachers (table 5). The smallest proportion of part-time teachers was found among Catholic school teachers (11 percent). Both other religious and nonsectarian schools had about

twice the percentage of part-time teachers as Catholic schools (23 percent and 22 percent respectively). Fourteen percent of elementary teachers reported part-time status, 19 percent of secondary teachers, 20 percent of combined school teachers, and 18 percent of teachers in other specialized schools.

Smaller schools employed more part-time teachers than larger schools: 24 percent in schools with less than 50 students compared with 13 percent in schools with 600 or more students. Schools with higher tuitions had more part-time teachers than those with lower tuitions. Schools charging less than $500 and those charging $500 to $1,000 had about 10 percent part-time teachers, while those charging more than $2,500 had 27 percent part-time teachers.

Other Findings

Additional findings about private school teachers obtained from the 1985-86 Private School Study, appear in the following CES bulletins:

- Private School Teachers: Education and Training, 1985-86
- Some Aspects of Compensation of Private School Teachers, 1985-86
- Private School Teachers' School-Related Activities, 1985-86
- Private School Teachers' Opinions, 1985-86

Survey Methodology and Data Reliability

The tabulations are estimates from the 1985-86 Private School Study conducted by Westat, Inc. under contract with the Center for Education Statistics (CES). Westat's Project Director was J. Michael Brick, and the Assistant Project Director was Lucinda Gray. Report preparation was coordinated by Elizabeth Farris; this bulletin was written by Sheila Cabrero-Heaviside. The CES Project Officer was Jeffrey Williams.

The study was a multi-stage probability sample of private schools across the United States done in conjunction with a survey of library and media centers. The first stage was the sampling of 75 areas, consisting of counties or groups of contiguous counties, with probabilities proportional to the square root of the population in the area. The second stage was the selection of schools within the sampled areas with probabilities proportional to the square root of enrollment. The third and final stage was the sampling of teachers within the sampled schools. The schools within the areas were drawn from lists of schools created in the same sample areas for the 1983 Private School Survey. Since the lists were not updated, schools established after 1983 were not generally eligible for sampling. The estimates for the 1985-86 study are valid for teachers in schools that were in existence in 1983.

Of the 1,700 private schools sampled, 313 schools were determined to be outside the scope of the survey. Many of these schools had either closed or only served children below the first grade level. In addition to this restriction, a school was not considered in-scope unless it had a school day of at least 4 hours, was in session for at least 160 days per year, was located in a place other than a private home, and was privately administered.

A total of 1,174 school questionnaires were obtained from the 1,387 in-scope schools, resulting in an overall response rate of 85 percent. The data were collected by mail with telephone followups to increase the response rates. The response rate was over 90 percent in Catholic schools and about 80 percent in all the other schools.

On average, about 5 teachers were selected from each sampled school. A maximum of 10 teachers were selected from any one school. The school principal and librarian were not eligible for sampling even if they did some teaching because they were the planned respondents for the school and library questionnaires. Responses were obtained from 5,295 teachers, which translates into an overall response rate of 76 percent including all levels of nonresponse.

National estimates were constructed by weighting the responses to the questionnaires from the sample schools and teachers. Since the estimates were obtained from a sample of teachers, they are subject to sampling variability. An estimate of the magnitude of sampling variability is the coefficient of variation, which is the standard error of the estimate expressed as a percent of the estimate. The standard error of an estimate is a measure of the variability between the values of the estimate calculated from different samples and the value of the statistic in the population.

The interval from two standard errors below the estimate to two standard errors above the estimate includes the average of all possible samples in about 95 percent of all possible samples. This is called a 95 percent confidence interval. For example, the estimated percent of private school teachers with a bachelor's degree is 64 percent; its coefficient of variation is 2.4 percent; and the standard error is 1.5 percent (64 percent times .024). A 95 percent confidence interval for this statistic extends from 64 - 2(1.5) to 64 + 2(1.5), or from 61 to 67 percent.

Estimates of the standard errors for the estimates were computed using a balanced half sampling technique, known as balanced repeated replications. Comparisons cited in the text are significant at the 95 percent confidence level. Some representative statistics and their estimated coefficients of variation are included in table 6.

Survey estimates are also subject to errors of reporting and errors made in the collection of the data. These errors, called nonsampling errors, can sometimes bias the data. While general sampling theory can be used to determine how to estimate the sampling variability of an estimate, nonsampling errors are not easy to measure and usually require either an experiment to be conducted as part of the data collection procedure or use of data external to the study. Such studies are part of an ongoing effort to quantify problems in the data and to correct data collection procedures to eliminate or minimize biases that may enter the estimates. Separate reports on sources and measures of nonsampling error will be issued.

Table 1.--Number and percent of private school teachers, by school characteristics: United States, 1985-86

School characteristic	Number of teachers[1]	
	Number (in thousands)	Percent
Total	404	100
Orientation		
Catholic	185	46
Other religious	127	32
Nonsectarian	92	23
Type/level[2]		
Elementary	190	47
Secondary	83	20
Combined	96	24
Other	35	9
Size		
Less than 50	15	4
50 - 149	81	20
150 - 299	99	25
300 - 599	124	31
600 or more	85	21
Years of operation		
10 or less	48	12
11 - 24	117	29
25 or more	240	59
Tuition[3]		
Less than $500	54	13
$500 - $1,000	66	16
$1,001 - $1,500	94	23
$1,501 - $2,500	75	18
More than $2,500	115	29

[1]Data reflect the number of teachers reported during teacher sampling in December 1985.

[2]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

[3]Tuition data represent the highest scheduled or published tuition charged for a full-time student based on the rate charged the first child in the family. Nine out of 10 private schools discount these tuition rates for various reasons.

NOTE.--Details may not add to totals because of rounding.

Table 2.--Percent distribution of male and female private school teachers, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Sex	
	Male	Female
Total (number).....	97,000	307,000
Total (percent).....	100	100
Orientation		
Catholic.....	39	48
Other religious.....	36	30
Nonsectarian.....	25	22
Type/level*		
Elementary.....	20	56
Secondary.....	41	14
Combined.....	30	22
Other.....	9	9
Highest degree		
Less than bachelor's.....	2	6
Bachelor's.....	54	67
Advanced degree.....	45	26

*Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Percents may not add to 100 because of rounding.

Table 3.--Percent of private school teachers, by sex and race/ethnicity and by school characteristics: United States, 1985-86

	Sex		Race/ethnicity			
	Male	Female	White	Black	Hispanic	Other[1]
Total (number).....	97,000	307,000	373,000	15,000	12,000	4,000
Total (percent).....	24	76	92	4	3	1
Orientation						
Catholic.....	20	80	93	3	3	1
Other religious.....	28	72	92	4	3	1
Nonsectarian.....	26	74	90	6	2	2
Type/level[2]						
Elementary.....	10	90	91	5	3	1
Secondary.....	49	51	95	1	3	1
Combined.....	30	70	93	3	3	1
Other.....	25	75	91	5	2	2
Size						
Less than 50.....	29	71	88	10	1	1
50 - 149.....	19	81	90	6	3	1
150 - 299.....	18	82	92	3	3	1
300 - 599.....	24	76	93	3	3	2
600 or more.....	36	64	95	1	3	(*)
Years of operation						
10 or less.....	24	76	84	11	4	1
11 - 24.....	23	77	93	2	3	1
25 or more.....	25	75	94	3	2	1
Tuition[3]						
Less than $500.....	13	87	95	3	1	1
$500 - $1,000.....	13	87	91	4	4	1
$1,001 - $1,500.....	24	76	90	6	3	1
$1,501 - $2,500.....	33	67	91	3	5	1
More than $2,500.....	30	70	94	3	1	2

*Less than 1 percent.

[1]American Indian, Alaskan Native, Asian, or Pacific Islander.

[2]Elementary, secondary, and combined schools are regular schools, while other schools are primarily special education and alternative schools.

[3]Tuition data represent the highest scheduled or published tuition charged for a full-time student based on the rate charged the first child in the family. Nine out of 10 private schools discount these tuition rates for various reasons.

NOTE.--Percents may not add to 100 because of rounding.

Table 4.--Percent of private school teachers, by highest degree and by school characteristics: United States, 1985-86

School characteristic	Highest degree		
	Less than bachelor's	Bachelor's	Advanced degree
Total (number).....	21,000	259,000	124,000
Total (percent).....	5	64	31
Orientation			
Catholic.....	3	67	30
Other religious.....	9	64	28
Nonsectarian.....	5	60	36
Type/level[1]			
Elementary.....	6	74	20
Secondary.....	1	48	51
Combined.....	8	58	34
Other.....	6	63	31
Size			
Less than 50.....	15	66	20
50 - 149.....	9	69	23
150 - 299.....	6	69	24
300 - 599.....	3	64	33
600 or more.....	2	53	45
Years of operation			
10 or less.....	9	74	16
11 - 24.....	7	62	31
25 or more.....	4	63	33
Tuition[2]			
Less than $500.....	4	75	21
$500 - $1,000.....	9	72	19
$1,001 - $1,500.....	5	68	27
$1,501 - $2,500.....	4	62	33
More than $2,500.....	4	52	44

[1]Elementary, secondary, and combined schools are regular schools, while other schools are primarily special education and alternative schools.

[2]Tuition data represent the highest scheduled or published tuition charged for a full-time student, based on the rate charged the first child in the family. Nine out of 10 private schools discount these tuition rates for various reasons.

NOTE.--Percents may not add to 100 because of rounding.

Table 5.--Percent of private school teachers, by years of teaching experience and teaching status and by school characteristics: United States, 1985-86

School characteristic	Years of teaching experience			Teaching status	
	Less than 5	5 - 9	10 or more	Full-time	Part-time
Total (number).....	100,000	109,000	195,000	336,000	69,000
Total (percent).....	25	27	48	83	17
Orientation					
Catholic.....	21	24	55	89	11
Other religious.....	28	31	42	77	23
Nonsectarian.....	29	27	44	78	22
Type/level[1]					
Elementary.....	25	28	47	86	14
Secondary.....	19	23	59	81	19
Combined.....	24	29	47	80	20
Other.....	41	27	32	82	18
Size					
Less than 50.....	55	23	22	76	24
50 - 149.....	35	31	35	78	22
150 - 299.....	26	29	45	83	17
300 - 599.....	21	27	52	85	15
600 or more.....	15	22	63	87	13
Years of operation					
10 or less.....	37	37	26	81	19
11 - 24.....	26	29	45	80	20
25 or more.....	22	24	54	85	15
Tuition[2]					
Less than $500.....	26	23	51	91	9
$500 - $1,000.....	28	27	45	90	10
$1,001 - $1,500.....	27	27	46	86	14
$1,501 - $2,500.....	22	32	47	83	17
More than $2,500.....	23	26	51	73	27

[1]Elementary, secondary, and combined schools are regular schools, while other schools are primarily special education and alternative schools.

[2]Tuition data represent the highest scheduled or published tuition charged for a full-time student based on the rate charged the first child in the family. Nine out of 10 private schools discount these tuition rates for various reasons.

NOTE.--Percents may not add to 100 because of rounding.

Table 6.--Coefficients of variation for selected items

Item	Estimate	Coefficient of variation
Number of private school teachers		
In all schools	404,000	6.7
In other religious schools	127,000	9.2
In elementary schools	190,000	7.4
In schools with 50-149 pupils	81,000	12.9
In schools in operation 10 years or less	48,000	12.3
In schools charging $1,501 to $2,500 tuition	75,000	9.5
Male teachers	97,000	7.6
Female teachers	307,000	7.0
Hispanic teachers	12,000	47.0
Teachers with an advanced degree	124,000	9.9
Full-time teachers	336,000	6.2
Percent of private school teachers		
In Catholic schools	46	5.9
In combined schools	24	7.7
Male teachers	24	4.5
Female teachers	76	1.4
White teachers	92	2.1
Black teachers	4	24.0
Male teachers in elementary schools	10	8.7
Hispanic teachers in schools in operation 25 or more years	2	33.7
Teachers with a bachelor's degree	64	2.4
Teachers with an advanced degree in schools with 600 or more pupils	45	5.5
Teachers with 5 to 9 years experience in schools charging $1,001 to $1,500 tuition	27	10.2
Full-time teachers in secondary schools	81	1.5
Part-time teachers in schools in operation 11 to 24 years	20	11.0